**Friday, 07/15/2011 HWP Log**

Day began with a preview of pictures and word weaves on the Wiki.

Herb distributed **Pre-AP: Interdisciplinary Strategies for English and Social Studies Sample Activity** and explained its significance. The activity discusses dialectical journaling – left hand column is for quotes and right hand column is your response to the text. After completing this they go back and reflect on their responses using specific symbols illustrated on the hand-out. Exercise promotes analyzing and categorizing and moving from an emotional response to the text. This is a perfect example of Level 1 writing and works best with short pieces.

Karen asked about having a section in a notebook or binder. Herb responded that the students might have a writing to learn Section where they complete all of these type of activities. Journals could also be used as an admit slip to class or for participation in discussion in order to keep a record and give credit for it. Temeka notes that the journals are also called double-entry journals and that they are triple-entry journals as well.

**Read-aloud (Trachell) *The Bluest Eye* Toni Morrison**

Excerpt read was from pages 19-21 and discussed the concept of beauty and how society defined beauty as white with blonde hair and blue eyes. However, Claudia rejects this notion and instead of loving her beautiful babydoll, she destroys it in search of the thing that makes it beautiful. Discussion revolves around the text, concept of beauty, and moves into the pronunciation of the word doll. ☺ Karen adds that she has the screenplay of the book and has contemplated performing it.

**Book in a Day Demo**

Nisaa’s leading the Demo lesson of Book in a Day from the purple Janet Allen book, *Tools for Teaching Content Literacy*. Nisaa explains the method of Jigsaw(ing) and that this is a modified lesson based on the latter mentioned method. The book for the day is *The Maze Runner* by James Dashner. Each member of the group is assigned a chapter that they must read, summarize key points, create a visual, and create questions that will be answered after they present their information to the group. Karen is asked to repeat the instructions given before we begin our task. Group members choose numbers that indicate the chapter assignment and we are given 15 minutes to complete the four tasks.

Each member of the group shared their summary, illustration, and questions based on their assigned chapter of *The Maze Runner*. The assigned chapters were 1-7 of the book. After sharing, the group discussed the success of the demo and the different ways that it could be used in the classroom. Students could be broken into groups and asked to do the activity or specific chapters could be assigned to groups. Individual illustrations were displayed in the room.

**Writing Time:**

Herb then introduces the group to the writing prompt options for the day that are found on the HWP Wiki page under writing prompts and gives us writing time.

**Sharing of writing:**

Trachell shares her 15 sentence portrait, Aiden shares his 55 word poems and Herb shares his How I Knew Harold and Judy shares her Pantoume with the group. We discuss the effectiveness of these prompts and how they can be used in the classroom.

Temeka shares the Canvas from IU where Aiden has two published pieces and invites people to read them if they would like.

**Read Aloud –** (Judy) *The Journal of Mrs. Pepys Portrait* of a Marriage by Sara George

**Debrief:** Herb will not be here next week. Therefore, Temeka will take over next week’s sessions. Group members are encouraged to post their published writings to the wiki at their convenience.